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ABSTRACT

A university early childhood laboratory school was making a transition from an academic orientation to one focusing on developmentally appropriate practices. This practicum was implemented to improve parents' awareness of developmentally appropriate programs by means of workshop sessions. The goal was to increase their knowledge of what is developmentally appropriate in programs for children 3 to 8 years of age. Three workshop sessions were designed to provide participants with information on appropriate and inappropriate practices that was provided through video tapes and overhead slides comparing appropriate and inappropriate practices. Each session included a question and answer period to allow for further clarification. A posttest was given at the end of the third session to determine information gained. The results indicated that, compared to the pretest, parents were able to identify more developmentally appropriate practices for children ages 3 to 8. (Four appendixes contain the parent questionnaire, the laboratory school's annual assessment form, the survey pretest/posttest, and consent letter.) (AP)

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Improvement of Parent Awareness of Developmentally Appropriate Programs For Ages 3 Through 8 Through Workshop Sessions

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Improvement of Parent Awareness of Developmentally Appropriate Programs For Ages 3 Through 8 Through Workshop Sessions

by

Emmaline J. Brown

Cluster 35

Practicum I Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1990

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Emmaline J. Brown under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Jan 23, 1991
Date of Final Approval of Report

June Delano
June Delano, Ed. D., Adviser

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ABSTRACT

IMPROVEMENT OF PARENT AWARENESS OF DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR AGES 3 THROUGH 8 THROUGH WORKSHOP SESSIONS. Brown, Emmaline J. 1990: Practicum I report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Developmentally Appropriate Practices/Early Childhood Education /Educational Practices/Child Advocacy/Parent Participation.

This practicum was implemented to improve parents awareness of developmentally appropriate programs through workshop sessions. The goal was to increase the knowledge of parents on what is developmentally appropriate in programs for children 3-8 years of age. Two objectives were to identify the parents' awareness level of what developmentally appropriate means; and to have parents identify a minimum of 24 developmentally appropriate behaviors.

Three workshop sessions were designed to provide participants with information on appropriate and inappropriate practices in programs for children 3-8 years of age. Information was presented through video tapes and overhead slides comparing appropriate and inappropriate practices. A question and answer period was part of each session to allow for further clarification. A pre-test was given the first session of the workshop. A post-test was given at the end of the third session to determine information gained.

The result of this practicum was an increase in knowledge of what is developmental appropriate practices. The post-assessment evaluation indicated that parents were identifying more developmentally appropriate practices for children 3-8 years of age. The evaluation also revealed that parents who were undecided about the choices on the pretest made a commitment to agree or disagree on the post-test.

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CHAPTER I

INTRODUCTION

Description of Community

This practicum takes place in a rural black community with the University being the major thrust. The community and the University are educationally oriented. The University is a historically Black college. The University has been designated as a special purpose university. The University is charged with the responsibility to provide both lower-division and upper-division undergraduate study in several fields leading to the bachelor's degree. A significant part of the University's thrust is to keep abreast of programs and community services utilizing human resources and new technologies emerging on the horizon. The Early Childhood Laboratory School is one part of this mission, designated to meet the needs and services of the University and its community.

Writer's Work Setting and Role

The children in the setting range from age 3 - 9 years old. The morning program consists of ten children, two, three years old; five, four years old;

and two, five years old. The morning group is at the laboratory school from 8 a.m. - 5:00 p.m. At noon four, five years old, kindergarten children arrive. At 3:00 p.m. seven after-school children arrive; three, seven years old; two, eight years old; and two, nine years old.

There is one teacher and one director employed by the University. Other staff personnel are workstudy students and practicum students. The children's parents are either faculty, staff or students.

The role of the director is to plan and implement a developmentally appropriate preschool and after school program. The director coordinates the workstudy and practicum students experience. The director is responsible for teaching college classes. The director is required to participate in proposal writing.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The parents who had been in the program for more than two years were experiencing a program change from academics to developmentally appropriate. The parents were comfortable with the academic format. The children appeared to be learning skills that would prepare them for kindergarten. The parents were proud of this and praised the program. The academic based program had only been part of the structure since the fall of 1988. However, the parents had developed respect for the program. The children were content and demonstrating increased knowledge about words, letter recognition and their counting ability consisted of counting by 1's, 5's and counting in Spanish from 1-10. There were several changes in the program, since the new director began in the fall of 1988.

The director wanted the program accredited by the National Association for the Education of Young Children (NAEYC) to assure parents that the highest standards were being used in the laboratory setting. The director felt that accreditation would make the

parents more aware of the importance of developmentally appropriate practices.

Parents were informed of the change and the purpose for the change. The changes were gradually worked into the program. Fewer ditto papers were sent home and less teacher directed activities were planned on the daily schedule.

Problem Documentation

The parents were given a questionnaire to assess their knowledge of the academic format. Parents were informed of the value in having a developmentally appropriate program.

Although the parents indicated verbal pleasure with the program over half of the parents have doubt regarding the learning that is taking place with their children. Parent observation is encouraged in the Lab school, so many parents took this opportunity to observe and comment about the changes in the program. The parents would question what the children were doing. The parents wanted to know why the children were no longer bringing papers home. They wanted papers to indicate the progress the children were making in writing their names and numerals. They would

question such activities as calendar time where instead of the teacher leading the activities the children would coordinate the activity.

This local problem was evidenced by an annual assessment for the program at the end of the first year of the program and again eight months later. This assessment took place during the self study phase for accreditation by the National Association for the Education of Young Children. This assessment was to reveal the knowledge parents had of the program and determine if parents needed more information regarding the program. During the summer of 1989 parents were surveyed to determine how they felt about the change in the structure of the program. During the second assessment parents indicated they liked the new program but preferred more structure in the program.

Causative Analysis

The causes of the problem are: (a) Parents view developmentally appropriate programs as children playing; and (b) parents are not aware of what is appropriate and inappropriate in preschool and school programs. Many of the parents felt the children were playing and not learning because of the program

structure. Most parents indicated the children should be attending to task such as writing their names and numerals and perhaps even learning to read to prepare them for kindergarten. They view developmental activities as allowing the children to play more.

Relationship of the Problem to the Literature

According to other professionals regarding parents and developmentally appropriate programs the problem is not unique.

The information in the literature revealed that parents do not associate activities selected by children as spontaneous play with learning or cognitive development as cited by Black and Puckett (1987). The literature supports the idea that "parents don't understand developmentally appropriate programs. The literature also supports the idea that parents need to be open-minded to put away the workbooks and ditto sheets" (Davis, 1989, p. 5). The literature also indicates that parents are the victims of a large amount of misinformation of what is appropriate and what part they play in their child's learning as cited by Essa, Read, and Haney-Clark (1988).

Since the mid 1980's, a great deal of attention is being focused on quality education for early childhood. Black and Puckett (1987) cite that the curriculum issues have centered around inappropriate formal teaching techniques. The misconception of how young children learn in many cases is created by teachers, parents and administrators who apply adult education standards to the curriculum for young children and pressure early childhood programs to demonstrate that children are really learning. Black and Puckett (1987) cited reasons why parents, administrators and teachers might make intimidating statements to adults who teach in developmentally appropriate ways.

Essa et al. (1988) also investigated the effects of parent reinforcement of a preschool curriculum and children's gain scores on tests related to the curriculum content. Haskins, (1983) reported that much of the data supporting the importance of parent involvement in children's educational experience comes from the compensatory education literature. Belsky and Steinberg, (1978) cite literature supporting the preschool experience have been found to have cognitive benefits for children from low income families, but little cognitive effects on middle class children.

Based upon this study (Essa et al., 1988) confirm that the parent participation can enhance a preschool program.

Bredekamp and Shepard (1989) "encouraged concerned parents to join together and complain about inappropriate practices and policies. When children's rights are violated by testing abuses, vocal parents are the most effective agents of change" (p. 18).

Davis (1989) gives his support to the belief that the teacher has to be prepared for developmentally appropriate kindergarten classrooms. Davis (1989) cites "the teacher's ability to convince others of the importance of developmentally appropriate activities may rest in part on the teacher's knowledge of how interactions enhance children's learning" (p.5). Davis (1989) indicates that early childhood educators will approach the task of changing to developmentally appropriate with equal vigor of any other curricula changes that may need to be made. According to Davis (1989) the developmentally appropriate classroom will provide children with appropriate skills.

In the efforts to improve the quality of the community it is necessary to be aware of what others are doing. According to Steinberg (1989)

> the ways parents and educators can encourage their own schools to reflect the best interests of young children are:
> (1) Monitor the effects of 'readiness' policies.
> (2) Create opportunities for teachers to enhance their knowledge of child development and early childhood education.
> (3) Create a group of professionals and parents who can speak on behalf of children aged 4-8 (p. 4).

Katz (1987) points out how educators force young children into academic skills, and how this technique may have an affect on learned skills. Parents need to be aware of this setting and why it is important to recognize, that the forced teaching method may make children feel inadequate. According to Katz (1987) the opportunity for young children to become active in their learning is reduced by the "push down" curriculum in elementary schools.

In a developmentally appropriate program it is important that concerned persons know the importance of children's play. According to Daiute "Play is critical

to a more complex and representative understanding of how children can and do learn" (Daiute, 1989, p. 1).

The important concept for parents and administrators to be aware of is the pressure to raise the achievement standards which could result in children being "hurried or hothoused." When programs are "hurried or hothoused" they are no longer developmentally appropriate for the child. Early childhood educators must be able to repel this pressure to eliminate the harm it could cause children. As cited by Hills (1987) "To advocate for appropriate practices for the teaching of young children, teachers can and should:

> (1) build the respect for the unique needs of young children; (2) promote the best interests of all young children; (3) gain support from other child development and early childhood professionals; (4) enlist parents in promoting appropriate programs; and (5) gain voice in decisions about curriculum and interaction" (p. 1).

A concern of the university is for children in the laboratory school not to be pressured academically. According to Gallagher and Coche (1987) the following

issues were discussed on the hothousing controversy "pressuring young children was discussed in terms of demographics, consequences on emotional development, and clinical concerns, the increase in academics and 'readiness' training at the preschool level and the influence of the academic community on the hothouse movement" (p. 206).

This practicum was designed to improve the awareness of parents in developmentally appropriate practices, in the hope to avoid children in this community being "hurried and hothoused." It was advocated by Hamilton (1987) in a practicum intervention that day care centers provided the strength to advocate for change between preschool and public school programs. Hamlin (1987) listed the following five major goals of interventions: "(1) increase the number and quality of parent-staff contacts; (2) improve parent participation; (3) improve parent and staff understanding of developmental programming; (4) form an Early Education Council (EEC) to bridge the work of preschool and public school communities; and (5) build political advocacy to address child care needs" (p. 17).

The interventions included in the workshop sessions were

(a) increasing the number and quality of parent-staff contacts (NAEYC video "Partnership with Parents" presented how parents and teachers worked together for the good of the child;)

(b) improving parent and staff understanding of developmental programs. (Videos were viewed that gave both appropriate and inappropriate practices of developmental practices.)

Because developmentally appropriate programs are new, people involved in such programs will need to be educated and trained in developmentally appropriate practices. The teachers, parents and administrators or principals need to be informed of what developmentally appropriate is for children ages 3-8 years old. Administrators and teachers need to be aware that early childhood programs should be designed to meet the philosophy of early childhood education and not state certification.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and objectives were projected for the practicum. The general goal was to increase the knowledge of parents on what is developmentally appropriate in programs for children 3-8 years of age.

Behavioral Objectives

The two objectives of this practicum were: (a) Identify the parents' awareness level of what developmentally appropriate means; and (b) have parents identify a minimum of twenty-four (24) developmentally appropriate behaviors.

Measurement of Objectives

The practicum was designed to achieve increased knowledge about developmentally appropriate programs. A questionnaire was given to the parents, the first day of the workshop. The questionnaire was also given again at the end of the workshop as a post-test, to determine information gained. All participants in attendance for the three workshop sessions responded correctly to 24 out of 29 questions on what

developmentally appropriate programs offer. This instrument was designed to measure increased knowledge about developmentally appropriate programs. The items selected for the questionnaire are from "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8," (Bredekamp, 1987). The items for this questionnaire are based on those items appropriate and inappropriate for ages 3-8.

The questionnaire was given to the parents, the first day of the workshop. During the workshop parents were informed of what developmentally appropriate practices are through the following methods:

(a) viewing video tapes on "Developmentally Appropriate Practice: Curriculum The Role of the Teacher; Developmentally Appropriate Practice: Children Ages Birth through Five Years; and Partnerships with Parents;"

(b) discussion and comparison of appropriate practices in early childhood programs;

(c) discussion and comparison of appropriate education in the primary grades;

(d) discussion on what research says about quality child care;

(e) discussion of what parents can do to become advocates for early childhood programs.

At the end of the workshop the questionnaire was given to the participants again to determine the amount of information gained.

Mechanism for Recording Unexpected Events

There were no unexpected events occurring during implementation. A few participants missed at least one session. The participants missing the sessions were given the opportunity to review the lectures which were video taped. However, four of the participants present for at least two sessions did not take the post-test. The pre-test was mis-numbered so a corrected response number of 23 items instead of 24 was considered as having achieved the objective.

Description of Plans for Analyzing Results

The data was analyzed by comparing pre-test and post-test responses. The participants will be considered as having achieved the objectives by responding correctly to 23 of the 29 items on the post-test.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem was the awareness level of parents with regard to working with children at school and home in a developmentally appropriate program. Others have been faced with a similar problem. Their solutions have basically been to "provide opportunities for teachers to enhance their knowledge of child development and early childhood education" (Steinbergh, 1989, p. 4).

Parents must be educated in order to understand the concept of developmentally appropriate. According to Davis (1989) "Parents, too, must be convinced of the importance of children learning through interactions and real experiences. This can only take place through an intense education program that seeks to help parents understand what their children are doing and how that activity leads to learning" (p. 6).

Teachers are not the only ones to consider in this reeducation. Administrators need to be informed. According to Bredekamp (1987) "Administrators need

to be understood. Their perspective is based on their position. Early childhood professionals need to be aware of these concerns and work with individuals in leadership positions to ensure that developmentally appropriate practices are accepted and adopted" (p. 18).

According to Bredekamp and Shepard (1989) in an effort for change to occur parents need to unite and complain about the inadequacies that violate the rights of children and demand appropriate policies. Parents are noted for their advocacy when children's rights are violated by testing abuse.

Other ways of solving this problem might include: (a) Writing a proposal and securing funds to pilot several programs providing developmentally appropriate materials and equipment (Steinberg, 1989); (b) training sessions on developmentally appropriate practices held during the Parent Teacher Association (PTA) meeting (Black & Puckett, 1987); (c) hiring teachers who are early childhood certified specifically to teach children through the third grade (Bredekamp & Shepard, 1989; Davis 1989; Steinberg 1989).

Description of Justification for Solution Selected

The previous solutions would work in this community. Any of the above solutions would provide a way to increase the knowledge and the exposure of parents to developmentally appropriate practices. The training sessions for the parents at the laboratory school did have at least a minimum effect on the local school: It provided more informed parents and encouraged teachers to want to be informed about the developmentally appropriate practices.

The solution chosen in this practicum was to present workshop sessions to inform parents of what developmentally appropriate and inappropriate programs involved. The pre-test questionnaire was to give an indication of the parent's awareness level in identifying appropriate practices of children aged 3-8 years old. The workshop was designed to inform and increase the level of awareness in appropriate practices. The post-test was given as an indicator of increased awareness of developmentally appropriate practices.

According to Davis (1989) "inservice for parents, teachers and principals is needed to convince them that the developmentally appropriate approach is sound" (p.

5). The workshop was designed to enhance the knowledge of the participants by providing research and observational exposure to developmentally appropriate practices. The workshop informed participants and helped them understand the nature of young children and the ways they learn about their world. The workshop was designed to make the participants aware of the benefits that developmentally appropriate practices will render in the lives of young children.

According to Bredekamp and Shepard (1989) it is important for parents to organize and work for the progress of developmentally appropriate programs.

According to the National Association for the Education of Young Children (NAEYC) in a Position Statement: "Developmentally appropriate programs are both age appropriate and individually appropriate: that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled" (Bredekamp, 1987, p. 53).

The workshop provided to the participants a look at what is appropriate and inappropriate for children aged 3-8. The participants were able to compare appropriate and inappropriate behaviors for clarity.

Overhead slides comparing appropriate and inappropriate behaviors were shown during the workshop sessions.

According to research conducted by Essa, et al. (1988) "it is a confirmed fact that a parent involvement component can enhance a school curriculum" (p. 198). Parent involvement in the early school experience of children is important. The workshop was designed to encourage participation. The video on "Partnership with Parents" indicated the importance of parents and teachers working together.

Report of Action Taken

The leadership role was conducted by the practitioner. This role involved teaching and sharing of developmentally appropriate practices. The role required the practitioner to compare the pre-test and post-test scores to evaluate the workshop experience and being available as a resource person for future information.

The workshop was held in the Home Economics Department at the University's main campus. The dates of the workshop sessions were: Monday, September 10; Wednesday, September 12; and Friday, September 14. The workshop sessions were held at 12 o'clock noon for a

period of one hour. The participants were the parents from the Lab School, interested University and community parents and educators.

There was a change in the workshop location due to the number of anticipated persons in attendance. The workshop was advertised in the school paper and flyers were distributed throughout the community. A few of the participants attended only one day of the workshop, on the third day the pretest was not administered.

The videos were edited to correspond with information presented on that day.

Permission was received from the following: Director of NAEYC for inclusion of Parent Questionnaire and Questions used to develop pre-test and post-test questions and the Division Director for utilization of facility and equipment.

CHAPTER V

RESULTS

Brief Summary of the Problem

The problem in the work setting was parents viewed the developmentally appropriate program as children playing. In an effort to improve the parents' perception of the program a workshop program was developed.

Solution Strategy

The workshop sessions were designed to increase the knowledge of what developmentally appropriate programs offered children 3-8 years of age. The two objectives of the workshop were designed

(a) To identify the parents' awareness level of developmentally appropriate practices, and

(b) to have parents identify a minimum of (24) developmentally appropriate behaviors.

The parents' level of awareness was assessed through a pre-test. The test items were selected from "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" (Bredekamp, 1987).

The parents attending the workshop the first two days were given the opportunity to take the pre-test. Video taping of the sessions were available for the first and third day sessions. The video taping of the second day was not available due to technical difficulties.

The first day session consisted of the administration of the pre-test. The partial viewing of the video "Developmentally Appropriate Practice: Children Birth Through Five Years" was shown. The video allowed the viewers to see appropriate and inappropriate practices. Displayed was an overhead slide comparing appropriate and inappropriate practices. The parents were encouraged to write down questions for the question and answer period at the end of the session. The parents were stimulated by the tape and had questions concerning appropriate practices.

The second session was carried out in the same format with a short review of the first session. The partial viewing of the video "Developmentally Appropriate Practice: Curriculum - The Role of the Teacher" was shown. Again the viewer was able to see the appropriate and inappropriate practices. Overhead

comparisons of the curriculum and teaching strategies of appropriate and inappropriate practices were viewed. The participants had a brief ten minutes for questions and answers.

The third day session was a review of the two previous sessions. The third day included a partial viewing of the video "Partnership with Parents," which allowed the parents to view how important they are to the success of their child by working with the teacher. A few overhead slides of parent-teacher relationships comparing appropriate and inappropriate practices were shown. The post-test was administered and the parents given an opportunity for questions.

Discussion

The practicum goal did increase the knowledge of what developmentally appropriate programs offered children 3-8 years of age. The objectives were met. Parents were able to identify more developmentally appropriate practices after the workshop. Parents showed an increase in the number of developmentally appropriate practices response on the post-test. There were fewer undecided responses on the post-test. The

change in the number of undecided was an indication that parents were willing to commit to a response.

The pretest/post-test tabulation indicates there is an increase in the number of appropriate and inappropriate response. However, in the final discussion session, parents indicated on the pretest they did a lot of guessing and depended on their intuition for answering the questions. Most responses were answered based on information provided when undergoing the accreditation process. On the post-test, parents stated, they were sure of the responses selected.

The following is a tabulation of the comparison of the appropriate response on the pretest/post-test questions concerning Awareness of Developmentally Appropriate Programs for Ages 3 through 8 (see appendix C).

Appropriate responses to each question on the questionnaire are as follows:

Question	Pretest	Post-test	Gain/Loss
1	12	14	+
2	10	14	+
3	3	7	+
4	7	8	+
5	9	11	+
6	6	9	+
7	11	13	+
8	12	12	0
9	13	14	+
10	13	11	-
11	10	12	+
12	5	9	+
13	6	9	+
14			
15	4	5	+
16	13	12	-
17	14	14	0
18	14	14	0
19	6	8	+
20	13	12	-
21	5	10	+
22	13	13	0
23	10	11	+
24	10	13	+
25	6	8	+
26	10	10	0
27	6	8	+
28	3	3	0
29	13	14	+
30	14	14	0

The pre-test supported Davis' concept that "parents needed convincing of the importance of children learning through interactions and real experiences" (Davis, 1989, p. 6). The pre-test indicated parents selected inappropriate practices or were undecided.

The videos and the overhead slides provided comparisons for parents to help them understand the concept of developmentally appropriate. According to Essa, et al. "parents frequently stressed that they were pleased to be given such specific information about what their children did at school" (Essa, et al., 1988, p. 198). The parents participating in this workshop expressed similar gratitude for learning what is developmentally appropriate practices.

As cited by Bredekamp and Shepard "parents will need to be encouraged to develop an advocacy for early childhood to provide the voice, to enact change in appropriate and inappropriate programs for children" (Bredekamp and Shappard, 1989, p. 18). The participants were encouraged to take an active part in their child's education. They were asked to observe their child's classroom and to make appropriate and inappropriate decisions regarding the practice. The parents were encouraged to work together to enact change.

There were four (4) participants taking the pre-test who did not take the post-test; fourteen (14) participants took the pre-test and post-test. Ten (10) of the fourteen (14) participants scored twenty-four

(24) and above on the post-test; two (2) participants scored twenty-two (22) on the post-test; and two (2) participants scored nineteen (19) and twenty (20) respectively with these two participants being in attendance less than thirty-minutes each session.

The writer had predicted that all of the participants would score at least 24 appropriate responses on the post-test. However, the writer had prepared for the unexpected by video taping two days of the workshop sessions. This was offered to the two parents as well as the other parents, however, they did not avail themselves of the opportunity. Although this objective was not totally met the success rate of those parents attending at least two full sessions were positive.

In addition to the success of these participants, one parent-teacher was impressed enough to have the workshop sessions scheduled for presentation to the teachers at the local elementary school. This staff development workshop is scheduled for October 9, 16 and 23rd. The principal was excited about the information to be presented in the staff development workshop. According to Davis "inservice for parents, teachers and principals is needed to convince them that the

developmentally appropriate approach is sound" (Davis, 1989 p. 5). This opportunity to share developmentally appropriate practice will enhance the learning environment of the children and also develop a partnership with the parents who have been exposed to developmentally appropriate practices.

Recommendations

The writer recommends the use of these workshop sessions to inform parents of developmentally appropriate practices. However, for participants to receive the maximum benefit, there should be more than three sessions to allow participants to organize the information. Participants should have adequate time during the sessions to ask questions and to share experiences. The questioning and sharing would allow the participants to put into perspective appropriate and inappropriate practices. The extension of time would allow participants to leave with increased knowledge as well as appropriate identification of developmentally appropriate practices in the classroom and school.

Another recommendation includes inviting local school district personnel and other child care

advocates. This is an opportunity to have public school personnel and parents develop a partnership and increase knowledge and awareness of developmentally appropriate practices. If school officials are aware of what parents are questioning they can be better prepared to meet their need.

Dissemination

The effects of the workshop can be disseminated in various Parent Teacher Organizations. Through video taping of the developmentally appropriate workshop, other school districts and parents can be exposed to the material. The video taping of the workshop sessions would provide flexible programming for school districts interested in improving the awareness level of their staff and parents. Video taping should include the questioning and sharing period to answer questions the viewer may have or to encourage and stimulate additional questions. Dissemination may also take place at various child care facilities through local and state conferences and parent meetings either by presentation or video viewing.

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APPENDICES

APPENDIX A

PARENT QUESTIONNAIRE
PREPARED BY THE NATIONAL ACADEMY OF EARLY CHILDHOOD PROGRAMS

Parent Questionnaire

Prepared by the National Academy of Early Childhood Programs

Dear Parents:

_____ is working
(Name of program)
toward being accredited by the National Academy of Early Childhood Programs. The accreditation system identifies high quality child care centers and preschool programs.

The Academy feels that parents can provide valuable information about the quality of their children's center. As part of the accreditation process, all parents are being asked to fill out the questionnaire that is attached to this letter. The questions on it are related to the standards for accreditation.

You may want to say more about the program, so feel free to write any comments on the form. You do not need to sign your name. We would be grateful if you would return the completed questionnaire to the center by _____
(Date)

Thank you very much for your help.

Sincerely yours,

Program Director

Please turn the page

DK	No	Yes	4. Parents are welcome visitors in the center at all times.
DK	No	Yes	5. There are many ways for parents to take part in the program, such as visiting and helping in the classroom, taking field trips, joining in at parties, or sharing a meal/snack.
DK	No	Yes	6. The center has a way of informing parents about day-to-day happenings that affect children (by notes or by teachers talking with parents when children are taken to or picked up from the center).
DK	No	Yes	7. Parents are informed about injuries and any changes in children's health or eating habits that teachers notice.
DK	No	Yes	8. Parent-teacher conferences are held to discuss children's progress at least once a year (hold conferences more often if parents want them).
DK	No	Yes	9. Parents are informed about the program through newsletters, bulletin boards, frequent notes, meetings, telephone calls (when needed), or other ways.
DK	No	Yes	10. At least once a year, parents are asked to evaluate how well the program is meeting their child's needs.
DK	No	Yes	11. Personally, I feel that the teachers have a good attitude toward me and my child.
DK	No	Yes	12. Personally, I am satisfied with the care and education my child receives in this program.

Please feel free to write any comments on what you like about the program or what you would like to see changed.

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NAEYC #90026

APPENDIX B

EARLY CHILDHOOD EDUCATION LABORATORY SCHOOL
ANNUAL ASSESSMENT

ANNUAL ASSESSMENT
YEAR_____

The following assessment is designed to check the effectiveness of our program in meeting program goals for children and parents. This evaluation is designed to help improve our learning environment for the children's developmental needs and to help parents feel comfortable with our changes.

Last year our program was primarily academically structured. We have changed our format to a developmentally appropriate format. We are interested to know how you feel about the change. For each statement circle "Yes" or "No" or "NA" for not applicable, if statement does not apply to your child. Please explain all "No" responses so we can be of better service in helping you understand our position.

Yes No NA 1. Do you feel the calendar activity was more effective when teacher-initiated than child-initiated.

COMMENTS:

Yes No NA 2. Are you as comfortable with the learning you see in this program versus last year.

COMMENTS:

Yes No NA 3. Are you comfortable with the interactive process of the school (of children interacting through exploration and with teachers, other children and materials).

COMMENTS:

Yes No NA 4. Are you disturbed by the lack of coloring sheets or worksheets that do not come home.

COMMENTS:

Yes No NA 5. Are you pleased with, the variety of activities, materials and equipment available for the children to explore.

COMMENTS:

If you have any uncomfortable feelings about the program format that has not been presented please comment on the back of this sheet.

APPENDIX C

SURVEY
PRE-TEST/POST-TEST

SURVEY

This survey is designed to glean information from you regarding developmentally appropriate practices in Early Childhood Programs ages 3-8. For the purpose of this survey, developmentally appropriate will be defined in two dimensions: age appropriateness and individual appropriateness. Age appropriate programs and practices are based on knowledge of normal development within a given age span. Individual appropriate programs and practices are based on respect for the individual child, the individual rate of growth, and the unique learning style.

Directions: Please indicate whether you have been asked to complete this survey as a teacher or a parent by checking the appropriate space.
Teacher _____ Parent_____
Read each statement. Indicate your degree of agreement or disagreement by circling the appropriate number.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

1.	Adults provide opportunities for 3-years-old to demonstrate and practice their newly developed self-help skills and their desire to help adults with dressing and undressing, toileting, feeding themselves.	5 4 3 2 1
2.	Adults are patient with occasional toileting accidents, spilled food, and unfinished jobs.	5 4 3 2 1
3.	Adults expect children to participate in whole group activities.	5 4 3 2 1
4.	Adults restrict children's physical activity ("No running!") or provide limited space and limited equipment for large muscle outdoor activity.	5 4 3 2 1
5.	Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.	5 4 3 2 1
6.	Teachers use highly structured teacher-directed lessons almost exclusively.	5 4 3 2 1
7.	Children work individually or in small, informal groups most of the time.	5 4 3 2 1

8.	Children are expected to be physically and mentally active.	5 4 3 2 1
9.	Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	5 4 3 2 1
10.	The teacher directs all of the activities deciding what children will do and when.	5 4 3 2 1
11.	Children are expected to respond correctly with one right answer.	5 4 3 2 1
12.	Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.	5 4 3 2 1
13.	Teachers spend a great deal of time enforcing rules punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or referencing disagreement.	5 4 3 2 1
15.	Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song coloring within defined lines, or being instructed in correct formation of letters on a printed line.	5 4 3 2 1
16.	Children have daily opportunities for aesthetic expression and appreciation through art and music.	5 4 3 2 1
17.	Children have daily opportunities to develop small muscles skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	5 4 3 2 1
18.	Children have daily opportunities to use large muscles, including running, jumping, and balancing.	5 4 3 2 1
19.	Small motor activities are limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.	5 4 3 2 1
20.	Teachers communicate with parents only about problems or conflicts.	5 4 3 2 1
21.	Eligible-age children are denied entry to kindergarten because they are judged not ready on the basis of inappropriate and inflexible expectations.	5 4 3 2 1

22.	Curriculum and instruction are designed to develop children's self-esteem, sense of competence, and positive feelings toward learning.	5 4 3 2 1
23.	Children's worth is measured by how well they conform to group expectations, such as their ability to read at grade level and their performance on standardized tests.	5 4 3 2 1
24.	The curriculum is intergrated so that children's learning in all traditional subject areas occurs primarily through projects and learning centers that teachers plan and that reflect children's interests and suggestions.	5 4 3 2 1
25.	Elementary or secondary teachers with no specialized training or field experience working with 5- through 8-year-olds are considered qualified because they are state certified regardless of the grade level for which their coursework prepared them.	5 4 3 2 1
26.	A child's day is fragmented among many different groups and programs with little attempt by adults to communicate or coordinate successful transitions.	5 4 3 2 1
27.	Grades are seen as important in motivating children to do their work.	5 4 3 2 1
28.	Teachers try to motivate children by giving numerical (85%) or letter grades, stickers, gold stars on charts, candy, or privileges such as extra minutes of recess.	5 4 3 2 1
29.	Teachers view parents as partners in the educational process.	5 4 3 2 1
30.	Teachers promote prosocial behavior, perseverence, industry, and independence by providing many stimulating, motivating activities; encouraging individual choices; allowing as much time as needed for children to complete work; and ensuring moments of private time alone with the teacher or with a close friend.	5 4 3 2 1

From the survey of practices listed circle the number of the ones developmentally appropriate.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

APPENDIX D

CONSENT LETTER

Permission was received from Sue Bredekamp, the Director of NAEYC, for inclusion of Parent Questionnaire and Questions used to develop pre-test and post-test questions from Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8.

National Academy of Early Childhood Programs

A Division of the National Association for the Education of Young Children
1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 202-232-8777 800-424-2460
FAX 202-328-1846

12/17/90

Emma Brown
12125 Moonbeam Dr.
Oklahoma City, OK 73162

Dear Emma,

Permission is granted to Emma Brown to use parent questionaires from the accreditation self-study materials and citations from Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 for a Nova practicum.

Sincerely

Sue Bredekamp

Sue Bredekamp
Director of Professional Development